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Prioritization of General Skills of Managers in Impact on Fulfillment of Corporate Social Responsibility from Experts' Point of View (A Case of Nectar Industry of Urmia City)

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Abstract

Having characteristics, traits, skills and competencies tailored to the needs and situations of life and workplace is certainly the most fundamental factor for managers to benefit from competitive advantages. One of the main goals of managers in organizations of the 21st century is to meet economic, legal, ethical and social expectations and demands that community expects them in different time periods. Taking advantage and equipping managers to different skills and updating their knowledge and capabilities can be effective in achieving the above expectations. Since these expectations are found in terms of corporate social responsibility, given the importance of the issue, this article has addressed the fulfilling of corporate social responsibility of nectar industry of Urmia city from the view of experts and prioritization of management skills affecting corporate social responsibility. The statistical populations of research were experts of nectar industry of Urmia city and management professors with PhD and expert on these topics from different universities of the country. One sample t- test, chi-square and Friedman tests are used to analyze data. Based on the analysis of findings, the fulfillment of corporate social responsibility was assessed below the mean value. Furthermore, the ranking and periodization of various management skills has addressed in the impact on the realization of corporate social responsibility. Finally, to enhance, update and apply skills in the context of corporate social responsibility, some strategies and guidelines are presented consistent with findings.

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1. Introduction

Undoubtedly, the enjoyment of competitive advantage is not only monopolized in organizations. This phenomenon can be considered at each level of human systems. Someone who influences the environment and others with particular appeal, someone who convinces the other side with verbal persuasion, someone who fascinates meeting audience with his lecture, someone who resolve the crisis with effective decision making, someone who is selecting the best through interview, someone who is always in the direction of the development process by goal setting, someone who makes life enjoyable for himself and those around him with a positive attitude, someone who engages in the most important movements for the success and effectiveness of the family and workplace by confidence building, show instances of comparative advantages and competencies. These capabilities may not appear in others in this shape and nature. In other words they judge the intellectual, behavioral and performance superiority. Naturally, the acquisition and application of these skills require passion, belief and desire of managers which with minimal investment will prove favorable competitive advantage and of course, make sure managers who were and are such.

In recent years, the importance of understanding and considering environmental, social and governance programs have seen increased attention to itself. Since executives, investors and regulators have increasingly found that such programs can subsidize corporate crises and lead to the reputation and credibility of the organization. Organizations are increasingly and voluntarily engaging in activities that seems to follow beneficial social consequences, such as environmental protection, social security and fair distribution of work, all known as corporate social responsibility (Stanford, 2011). Undoubtedly, capabilities of managers in understanding the issues and requirements and their management art in optimal use of resources and effort to ensure maximum benefits for all stakeholders play a major role. Therefore, this study has dealt with the prioritization of each of the discussed skills and their effects in achieving corporate social responsibility from the view of management professors.

2. Literature review

2.1. General management skills

Skill is the ability to translate knowledge and practical knowledge that will result in optimal performance. What is reflected and seems to attract our attention in the definitions and descriptions of skill is its performance and behavioral aspect. I.e. The skill is judging itself in action. With regard to some definitions of skill, it can be regarded as a combination of knowledge, awareness, methods and techniques that leads to a better, faster, more useful and constructive task and role performance. So, skill is a set of features and capabilities that leads to a high quality fulfillment of work and jobs. Accordingly, skill is the aspect of humans' distinction.

No doubt, skill is placed in direct connection with learning and intelligence. Systematic and targeted learning causes skill enhancement and learning and intelligence play a vital role in skill acquisition its application.

The application range of a skill is not limited to a certain place, time, subject and situation. In living environment of each community and in all organization, skill acquisition and application is necessary for success and excellence of every individual. Maybe, it would be better to recognize and consider skill utilization, application and acquisition with these words and phrases: having knowledge, being able, being different, become distinguished, self-demonstrating, being agile, being better, being more qualified, dominating, having confidence, being powerful, dealing with work, harnessing, controlling, having growth and development, being of high quality, competence, competitive advantage, individual productivity, and flourishing.

From one point of view, skills can be defined for success of adults, middle-aged, the youth and children in life. I.e. The necessity of skills and their strengthening is recommended at any age. From the other point of view, skills can be discussed in two general skills classifications of self-efficacy skills (individual) and interpersonal skills. From the third point of view, some skills can be studied in a general way and others with a more limited range of use.

The study of management resources shows that the recommendations of experts and scholars in applying skills denote similarities and differences in some cases. In his book entitled "a selection of management thoughts", Jafari Moghaddam (2006) has listed the capabilities and skills of the managers of the 21st century as follows: organizational leadership, self-knowledge, thinking and analysis, behavioral flexibility, communication, personal

effectiveness, social realism, labor standards, employment, perseverance and self-confidence. Undoubtedly, the degree of importance of discussed skills is not to same for high, middle and operational levels of managers, and even the importance of these skills in different organizations is affected by ownership, activities, goals, structure, culture and so forth. Also, in proportion to senior, middle and operational managers; cognitive (analytic), human and technical skills are discussed in management resources. In some references, the ability to provide solutions, design and political behavior skills are discussed.

By studying various available resources and from different and sometimes newly emerged skills for managers' success in the 21st century, the most significant ones that the study population has agreed on including a general definition of each skill are as table 1.

Table 1. The List of management skills

| Row | The tile of skill | Definition |
|-----|-----------------------------|---|
| 1 | Learning | Is a relatively permanent change in behavior that has been achieved as a Result of practice (ZareeiMatin, 2014) |
| 2 | Coaching | A process in which the first person in the role of coach Provides a second person's learning context to improve his job performance and success through the development of key capabilities such as problem solving skills, So that the second person can then independently create the necessary conditions to achieve success by taking advantage of its capabilities. Team coaching can be conceived as an interaction between a coach and a team, in order to reflect upon, define and implement new strategies to achieve team purposes (Peters & Carr, 2013; Dimas et al., 2016). |
| 3 | Social Intelligence | Is an Art under which you can communicate with others and share their sorrows and joys (Bozan, 2007). |
| 4 | Ethical Intelligence | The ability to understand ethics, having strong moral beliefs and practice on them (Borba, 2005). |
| 5 | Strategic Intelligence | The art collecting, processing and storing information that That people of all levels of the organization have access to it according to their needs and helps them to shape their future, And protects them against competitive threats (Peyrot et al., 2002). |
| 6 | Organizational Intelligence | The capacity of an enterprise to use all its brain power and to focus that power on the mission (Busi, 2006). |
| 7 | Cultural Intelligence | The ability to adjust with values, traditions and customs different from one used to in the context of his or her own culture. Working in a different cultural environment, represents the cultural intelligence (Ang et al., 2007). |
| 8 | Spiritual Intelligence | The ability to use and develop spiritual resources, values and qualities to the extent that To improve daily functioning and safety (physical and mental) (Wong and Yau, 2010). |
| 9 | Emotional Intelligence | The Ability to recognize, understand and regulate emotions and the correct use of them in life (Goleman, 2001). |
| 10 | Feedback | Means any type of response or communication that contain information in one of the behavioral or performance aspects behavior factors As well as one or more mechanisms or methods of Accelerating or correcting behavior (Daei and Mortazavi, 2005). |
| 11 | Empowerment | A way to create a spirit of partnership in the staff Through the process of involvement and delegation of responsibilities. This approach encourages employees to make their own decisions And the possibility to have more control over work (Baild, 2006). |
| 12 | Decision Making | Is the choice between different ways and in fact a way of choosing the best way to achieve the goal (Lu et al., 2016). |
| 13 | Communicating | A process by which A person, group or organization (Sender) transfers A kind of information as news to other person, group or organization (Robbins, 2003). |
| 14 | Creativity | The ability to see things in a new and unusual terms, See problems that no one else can identify their availability and then offer new, unusual and effective approaches (AghayeeFishani, 2011). |
| 15 | Effective Speech | A way to display new information, By focusing on what you feel is important as an expert. To deliver a message to a group and participate in a bilateral dialogue, speech can be an effective way (Morgan, 2012). |
| 16 | Effective Listening | Is the learned and complex process of sense, interpreting, evaluating, storing and responding to verbal messages (Bolton, 1986). |
| 17 | Political Behavior | The use of power to influence decision-making process to achieve the goal (ZareeiMatin, 2014). |
| 18 | Team Building | Is a group of two or more persons who directly interact with each other and coordinate tasks In order to achieve |

the goal (Whetten and Cameron, 2011).

| | | |
|----|------------------------|---|
| 19 | Performance Assessment | Relative performance evaluation process on how to perform a specific job In a certain period of time Compared with a predetermined standard In order to identify a person's talents and potential capacities and activate them in line with organizational goals (Saadat, 2007). |
| 20 | Criticism | Investigate, identify, express and reveal all faults and expose the impacted things (Sheykhi, 2014). |
| 21 | Goal Setting | Knowledge of organizational mission, vision and tasks And planning to achieve them. Goals should be in line with organizational mission and tasks (Griffin and Moorhead, 2011). |
| 22 | Discipline Application | A tool that the administrator uses to correct undesirable behavior. In other words, disciplinary actions force employees to observe the laws and administrative rules and adopt appropriate behavior in accordance with set standards in the organization (Daaei and Mortazavi, 2005). |
| 23 | Time Management | A set of skill that helps you make effective use of time (Tracy, 2014). |
| 24 | Conflict Management | a philosophy and a set of skills that assist individuals and groups in better understanding and dealing with conflict as it arises in all aspects of their. It is the identification, classification and analysis of conflicts in a sensible and predictable situation and in a fair and effective manner lives (Hanson,1991; Shahmohammadi, 2014; AlbertoFranco et al., 2015). |
| 25 | Motivation | The creation of desire, passion and interest in doing work, encouraging, and satisfying staff by meeting their reasonable physical, social and mental needs (JafariMoghaddam, 2006). |
| 26 | Self Confidence | Is to feel confident about yourself. In other words, the self-confidence of a person depends on the way he or she feels about his/ her self (Tracy, 2013). |
| 27 | Negotiation | A process in which two or more people or groups with common or even opposite goals express their proposed plans And discuss their specific requirements so likely to agree (Francesco and Gold, 2006) |
| 28 | Dialogue | Includes the principles and methods by which minds are aroused to lead to the development of thinking skills and creation of ideas diversity. As a result, it will bring new ideas and solutions and will give achieving to a new level of collective vision (Ajmi, 2014). |

2.2. Corporate Social Responsibility

Since the definition of corporate social responsibility has not been disputed, the explanation conducted by Carroll (1979) is widely accepted: “corporate social responsibility describes a firm’s social obligations as including economic, legal, ethical, and discretionary responsibilities.”

Carroll’s definition of corporate social responsibility reflects the fact that the companies with this responsibility have to make profits, obey the law, and ethics and besides these, with financial support of invaluable social phenomena, should be good organizational citizens. For a long time it was thought that strategies related to corporate social responsibility can barely reduce an organization’s vulnerability to actual risk. McGuire et al., (1988) believed that since most cases affecting the level of social responsibility of an organization do not necessarily affect other active organizations in that part of the market systematically; therefore the effect of social responsibility of an organization on its systematic risk may be the lowest possible amount. This view was also matched with Cornell and Shapiro (1987)’s. Pagano and Volpin (2005) believe that when managers try to mislead stakeholders of organization assessment in order to gain their personal interests, then they are implicitly authorized by the other stakeholders to approve some improper actions too. Similarly, Kruger (2015) believes that the organizations’ problem is that they think corporate social responsibility primarily benefits managers to gain considerable reputation in the shadow of damage to other key stakeholders. This leads to what is positive from the perspective of corporate social responsibility sounds negative and destructive from the perspective of the stakeholders. Moreover, Barnett (2007) claims that this process is time-consuming for organizations to gain the capacity of influencing stakeholders. So there may be delays and interruptions between the investment in corporate social responsibility strategies and financial return. Barnett and Salomon (2012) provide evidence to reinforce the theory of Barnett (2007) with regard to a u-shaped relationship between corporate social performance and its financial performance.

The CSR evaluation framework is shown in table 2. It was developed through an extensive review of CSR-related standards, guidelines and literature, and through focus group meetings involving industry practitioners as well as academics specializing in international construction management, CSR, and/ or corporate ethics.

The evaluation framework of Wu et al. (2015) contains 7 categories and 26 key indicators. These 7 categories are as follows:

Table 2. The CSR key benchmarking framework

| Categories | Key indicators |
|---------------------------------------|---|
| Labor practices | <ul style="list-style-type: none"> ▪ Equal job opportunities and official employment contract renewal ▪ Management commitment to set safety as the top priority ▪ Onsite “zero harm” safety management ▪ A healthy and safe working environment ▪ Comprehensive career trainings for all employees ▪ Recognition of the right to collective bargaining for wage rates ▪ Continuously improved insurance and welfare levels for employees |
| Environment | <ul style="list-style-type: none"> ▪ The application of green building principles in the design and construction processes ▪ Project life-cycle assessment of energy and environmental impact ▪ To be acquainted with local environmental laws and policies ▪ Tackle global climate changes to safeguard the project and workers ▪ Adoption of international standards while doing business |
| Fair operating practices | <ul style="list-style-type: none"> ▪ Fulfillment of the clients' needs and expectations as to ▪ Caution in selecting and supervising business partners based on their CSR performance ▪ Partnership with various stakeholders in the value chain ▪ Eradicate corruption in all its forms |
| Community involvement and development | <ul style="list-style-type: none"> ▪ Respect local culture, practices and customs during project execution ▪ Minimize negative effects (mainly health and safety hazards) of the project to local residents ▪ Devotion and sponsorship to local common weal ▪ Job opportunities to the locals ▪ Fulfill tax obligations |
| Human rights | <ul style="list-style-type: none"> ▪ No discrimination or abuse to employees ▪ Abolition of child labor |
| Shareholders' rights | <ul style="list-style-type: none"> ▪ Regular, transparent and exact disclosure to shareholders various corporate information |
| Organizational governance | <ul style="list-style-type: none"> ▪ Development of CSR strategies, objectives, policies and commitment ▪ Participation of minorities, females and the disabled in corporate top management |

3. Research Methodology

This study is applied in terms of the objective; cross-sectional in terms of the time; and inductive in terms of the method conducted. The population consisted of 160 faculty members with doctorate degree and experts in the field of corporate social responsibility and management skills and 74 experts of nectar industry of Urmia city. The questionnaires of management skills were sent to teachers by e-mail and eventually 65 people have responded. The questionnaires of the degree of fulfillment of corporate social responsibility were distributed among the experts of nectar industry of Urmia city 59 people of which have responded. Data collection method has been of field type and the tool has been researcher made questionnaires; general management skills prioritization questionnaire including 84 questions and corporate social responsibility assessment questionnaire including 26 questions. Cronbach's alpha coefficient was used to estimate the reliability. The results showed that the reliability of the questionnaires were appropriate (0.873 and 0.899). For questionnaires validation, face and content validity tests were used. In other words, respondents (the professors and experts) offered their views to increase fluency and clarity of the items and the questionnaires items are reviewed.

One sample t- test has been used to check the mean value of fulfilling corporate social responsibility from the view of experts of nectar industry of Urmia city. Given that, the effect of the above mentioned skills has been agreed upon by management experts and scholars, prioritization of these factors and in other words their impact in terms of

degrees is investigated different from each other. Accordingly, to check for significant differences between general management skills chi-square test and consequently for rankings Friedman test have been used.

4. Findings

The study hypotheses were tested as follows:

In connection with the fulfilling corporate social responsibility from the view of experts of nectar industry of Urmia city, the following hypothesis was tested:

$H_0: \mu \geq 3$: the mean value of fulfilling corporate social responsibility is greater than or equal to 3

$H_1: \mu < 3$: the mean value of fulfilling corporate social responsibility is lower than 3

Table 3. One-sample t-test to evaluate the fulfillment of corporate social responsibility from the view of experts

| Hypothesis | d.f | t | Sig. | Test results |
|---|-----|------|-------|----------------------------------|
| The mean value of fulfilling Corporate Social Responsibility from the view of experts | 59 | 8.48 | 0.000 | Null hypothesis is not confirmed |

Since the p-value < 0.05, H_0 is rejected. Therefore, from the view of experts of nectar industry of Urmia city the mean value of fulfilling corporate social responsibility is lower than mean value.

In order to prioritize and rank managers' general skills in affecting the fulfillment of corporate social responsibility, null and alternative hypotheses were presented as follows:

H_0 : there is no significant difference between general management skills in the fulfillment of corporate social responsibility.

H_1 : there is significant difference between general management skills in the fulfillment of corporate social responsibility.

Table 4. The results of Friedman test

| | |
|---------------------|-------|
| Number | 65 |
| K-square | 72.12 |
| Degree of freedom | 27 |
| Significance number | 0.000 |

Since the p-value < 0.05, H_0 is rejected. Now, based on the test results general management skills can be ranked as follows:

Table 5. The ranks and priorities of General management skills in the Fulfillment of Corporate Social Responsibility

| General management skills | Mean rank | priority | General management skills | Mean rank | priority |
|-----------------------------|-----------|----------------|---------------------------|-----------|---------------|
| Learning | 24.01 | third | Effective Speech | 13.89 | eighteenth |
| Coaching | 16.43 | twelfth | Effective Listening | 9.89 | Twenty fourth |
| Social Intelligence | 13.44 | nineteenth | Political Behavior | 15.30 | fifteenth |
| Ethical Intelligence | 8.14 | Twenty fifth | Team Building | 18.67 | eleventh |
| Strategic Intelligence | 23.91 | fourth | Performance Assessment | 12.18 | Twenty first |
| Organizational Intelligence | 8.01 | Twenty sixth | Criticism | 6.69 | Twenty eighth |
| Cultural Intelligence | 16.21 | thirteenth | Goal Setting | 20.94 | eighth |
| Spiritual Intelligence | 7.74 | Twenty seventh | Discipline Application | 14.92 | sixteenth |
| Emotional Intelligence | 22.39 | sixth | Time Management | 11.09 | Twenty second |
| Feedback | 25.63 | first | Conflict Management | 24.17 | second |

| | | | | | |
|-----------------|-------|------------|-----------------|-------|--------------|
| Empowerment | 19.81 | tenth | Motivation | 20.37 | ninth |
| Decision Making | 15.68 | fourteenth | Self Confidence | 14.23 | seventeenth |
| Communicating | 21.52 | seventh | Negotiation | 10.96 | Twenty third |
| Creativity | 12.76 | twentieth | Dialogue | 23.44 | fifth |

5. Results

The results of the research showed that the mean value of fulfilling corporate social responsibility is lower than mean value from the view of experts of nectar industry of Urmia city. Moreover, in ranking and prioritization of general management skills in affecting the fulfillment of corporate social responsibility, respondents to the questionnaires have devoted the first to twenty-eighth priorities to the followings:

Table 6. Rank order of general management skills in affecting the fulfillment of corporate social responsibility

| priority | skill | priority | skill |
|----------|------------------------|----------|-----------------------------|
| 1 | Feedback | 15 | Political behaviour |
| 2 | Conflict management | 16 | Discipline application |
| 3 | Learning | 17 | Self confidence |
| 4 | Strategic intelligence | 18 | Effective speech |
| 5 | Dialogue | 19 | Social intelligence |
| 6 | Emotional intelligence | 20 | Creativity |
| 7 | Communicating | 21 | Performance assessment |
| 8 | Goal setting | 22 | Time management |
| 9 | Motivation | 23 | Negotiation |
| 20 | Empowerment | 24 | Effective listening |
| 11 | Team building | 25 | Ethical intelligence |
| 12 | Coaching | 26 | Organizational intelligence |
| 13 | Cultural intelligence | 27 | Spiritual intelligence |
| 14 | Decision making | 28 | Criticism |

By reviewing these skills it is realized that some skills are very general and some are restricted to the type of job, position, group and individual needs. Quality, productivity and excellence of every individual are influenced by how they acquire and develop those skills.

Some strategies for motivating and strengthening the skills for managers include:

1. Combine management with leadership.
2. Broaden the perspective.
3. Encourage employee's participation.
4. Meet your employees further.
5. Strengthen and encourage creativity.
6. Give appropriate reactions to good practices.
7. Match the reward to employees' needs.
8. Develop your coaching ability.
9. Do not try to find a culpable in the case of mistakes and errors, but prioritize its troubleshooting.
10. Start confidence building from yourself
11. Manage your time.
12. Reduce and control individuals 'stress.
13. Convert training to learning.
14. Avoid being chief oriented.

Another important factor that must be considered is the mutual influence of skills on each other. For example, in negotiating skill having other skills is essential such as: listening, anger management, communicating, eloquence and speech, emotional intelligence, ethical intelligence, positive attitude and nonverbal behaviors. Also in trust building benefiting from other skills such as the following is necessary and vital: emotional intelligence, ethical intelligence, spiritual intelligence, self-confidence, coaching, learning and team work. Furthermore, the effect of character is very specific in humans' multiple intelligences including emotional intelligence, cultural intelligence, ethical intelligence and spiritual intelligence. If these relations and effects are placed under scientific research, the priorities are certainly determined in acquisition of general skills and their degrees of importance.

It is recommended to enthusiasts especially managers and instructors to ponder and reflect upon the following questions to achieve reasonable answers through the class discussion and study of management literature and experiences. Besides, research topics for organizations' research projects and universities' dissertations can be extracted and research:

- Comparing the levels importance of general skills for managers in manufacturing and service organizations;
- Comparing the levels importance of general skills for managers in service, economic, cultural, social and political organizations;
- The status of degree of importance of general skills in the managers of service companies with diverse economic, cultural, social and political activities;
- The status of degree of importance of general skills in managers of manufacturing companies;
- Comparing assessment of skills in the views of managers and employees (with respect to demographic characteristics);
- Feasibility of classification of general skills to personal and interpersonal skills;
- The investigation of the acquisition and application of skills in influencing managers' effectiveness; and
- Analysis and identification of skills influencing the quality of life in family environment and improving performance in the workplace

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